



Australian Government

Department of Education, Employment and Workplace Relations

ICAU1129B Operate a word processing application

Release: 1

ICAU1129B Operate a word processing application

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to correctly operate word processing applications and perform basic operations including the creation and formatting of documents, creating tables, printing labels and mail merge.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAU1128B Operate a personal computer • ICAU1130B Operate a spreadsheet application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create documents	1.1. Open word processing application and create/open document and add data according to <i>information requirements</i> 1.2. Use document templates as required 1.3. Use simple <i>formatting tools</i> when creating the document 1.4. Save document to correct directory
2. Customise basic settings to meet page layout conventions	2.1. Adjust page layout to meet information requirements 2.2. Open and view different <i>toolbars</i> 2.3. Change <i>font format</i> to suit the purpose of the document 2.4. Change <i>alignment</i> and line spacing according to document <i>information requirements</i> 2.5. Modify margins to suit the purpose of the document 2.6. Open and switch between several documents
3. Format document	3.1. Use <i>formatting features</i> and styles as required 3.2. Highlight and copy text from another area in the document or from another active document 3.3. Insert headers and footers to incorporate all necessary data 3.4. Save document in another <i>file format</i> 3.5. Save and close document to <i>disk</i>
4. Create tables	4.1. Insert a standard table into a document 4.2. Change cells to meet information requirements 4.3. Insert and delete columns and rows as necessary 4.4. Use <i>formatting tools</i> according to style requirements
5. Add images	5.1. Insert appropriate <i>images</i> in a document and customise as necessary 5.2. Position and resize images to meet the document formatting needs
6. Use mail merge	6.1. Create simple mailing list in layout suitable for merging 6.2. Create or select another document for merging 6.3. Mail merge list with other document
7. Print documents	7.1. Preview document in print preview mode

ELEMENT	PERFORMANCE CRITERIA
	7.2.Select basic print settings 7.3.Print document or part of the document from printer

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Low-level decision making in relation to a limited range of routine areas
- Problem solving skills in known areas during normal routine
- Reading and writing at a level where basic workplace documents are understood
- Clear and precise communication
- Interpretation of user manuals and help functions

Required knowledge

- Organisational benchmarks for minimum typing skills, including speed and accuracy
- Creating and opening documents
- Formatting documents
- Inserting tables and images
- Saving, printing and closing documents
- Mail merge function

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Assessment must ensure the ability to create open and retrieve documents, customise basic settings, format documents, create tables, add objects and images, and save and print documents. <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> • Personal computer • Printer • Mouse and keyboard • Monitor • Basic software • Documents detailing organisational style guide/policy • Documents or information containing data suitable for use with word processing packages
Context of and specific resources for assessment	<p>Operating a word processing application is a core function for almost all businesses and is an essential skill.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable.</p> <p>Assessment must ensure</p> <ul style="list-style-type: none"> • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

EVIDENCE GUIDE	
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAU1128B Operate a personal computer • ICAU1130B Operate a spreadsheet application • ICAU1131B Operate a database application • ICAU1132B Operate a presentation package <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools

EVIDENCE GUIDE

	<ul style="list-style-type: none"> • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information <p>Demonstration of these competencies would involve:</p> <ul style="list-style-type: none"> • Demonstrating basic word processing skills in a moderate range of areas • Applying a defined range of skills to basic processing operations • Applying known processing solutions to a limited range of predictable problems • Performing a range of basic processing tasks where operating options are varied • Assessing and recording information from varied sources • Maintain knowledge of industry products and services
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information requirements may include:

- memos
- letters
- minutes
- agendas
- other business documents required by the organisation

Formatting tools

- Menu commands within the application, such as: help, search and replace, spell check, undo, cut, copy, paste, borders, shading.

Toolbars can contain:

- buttons
- menus

RANGE STATEMENT	
	<ul style="list-style-type: none"> • a combination of both
Font format	<ul style="list-style-type: none"> • Font format is the combination of typeface and other attributes, such as size, pitch and spacing of the font
Alignment may be:	<ul style="list-style-type: none"> • left • centred • right • justified
Formatting features may include:	<ul style="list-style-type: none"> • italics • bold • underline • hyphenation
File format may include but is not limited to:	<ul style="list-style-type: none"> • html pages • pdf files • text files • doc files • sxw (star office) files • CSV files
Disk may include but are not limited to:	<ul style="list-style-type: none"> • CDs • CD-RW (Compact Discs-Read Write) • DVD RW • zip disks • solid state hard drives
Images may include but is not limited to:	<ul style="list-style-type: none"> • graphics • clipart • pictures
Print settings may include:	<ul style="list-style-type: none"> • layout • paper size • number of copies • orientation • sides

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	
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